
Module 4: Motivation

MODULE PREVIEW

Managers and supervisors must be aware of the complexities of human motivation. The way workers are managed and motivated will influence their effectiveness in the organization. Motivation deals with human behavior and attempts to define the psychological reasons why people behave as they do. As Ernest Dichter says, “Changing human behavior without understanding motivation is like trying to start a stalled car by kicking it.”

In order for managers to motivate workers for behavioral change, they must have a thorough understanding of what part motivation plays in the management process. Motivation in the workplace results from forces within the worker and in the surrounding workplace environment. These forces ultimately determine the form, direction, and intensity of work-related behavior. A key factor for managers and supervisors to consider is how they can efficiently and positively impact the motivation level of those they supervise.

R. Steers and L. Porter, two of the foremost researchers in the field of motivation theory, see three key areas of interest when considering worker motivation:

- what energizes human behavior,
- what directs that behavior, and
- how certain behaviors can be sustained over periods of work time.

One key to unlocking worker potential is in management’s effective use of motivation and workers’ ability to create self-motivation when environmental factors interfere.

This module will (1) discuss several theories of motivation, (2) help managers and supervisors understand what workers at LANL want and need, and (3) suggest practices that further motivate workers.



MOTIVATIONAL THEORIES

To determine a supervisory strategy for influencing individual job motivation, a manager or supervisor must know how to affect a worker's attitude. To understand how attitude affects workers this section focuses on four currently recognized theories of motivation: Maslow's Internal Motivation theory, Herzberg's Job Satisfaction theory, Vroom's Expectancy theory, and Adams' Equity theory. Each motivational theory has a set of principles and emphasizes that change is a factor in motivational success.

These theories can be divided into two main groups: (1) content theories, which focus on what happens within people to motivate them, and (2) process theories, which focus on the means by which behavior is stimulated. Both groups relate to job performance.

Two of the best known content theories of motivation are Maslow's Hierarchy and Herzberg's Job Satisfaction theory.

Maslow's Internal Motivation Theory

Early research generally considered motivation as something that one person did to another. Following that, psychologist Abraham Maslow developed a theory based not on what one person did to another but on a hierarchy of internal needs.

Maslow states, "Motivation is an internal drive that prompts an individual to take some kind of action." In other words, motivation is something we do to ourselves—a stimulation to satisfy a need. The need and the gratification of the need is an important principle underlying human development. We eat because our bodies need food. We work hard and save money to vacation. These actions fulfill a need to reward ourselves or to do something pleasurable.

Managers and supervisors can't be solely responsible for motivating individuals. Improving a worker's performance or motivation must, to a greater extent, come from within the individual. Managers must realize workers act efficiently and produce beneficial results as long as they feel that they also are satisfying their own needs.

People seek to satisfy their needs in a certain order by arranging their needs in a hierarchy of importance (see Figure 4-1). Each need has its own level of importance to each individual. As soon as one need is satisfied, another need will appear in its place. It is a continuous process. Only an unsatisfied need can provide motivation.

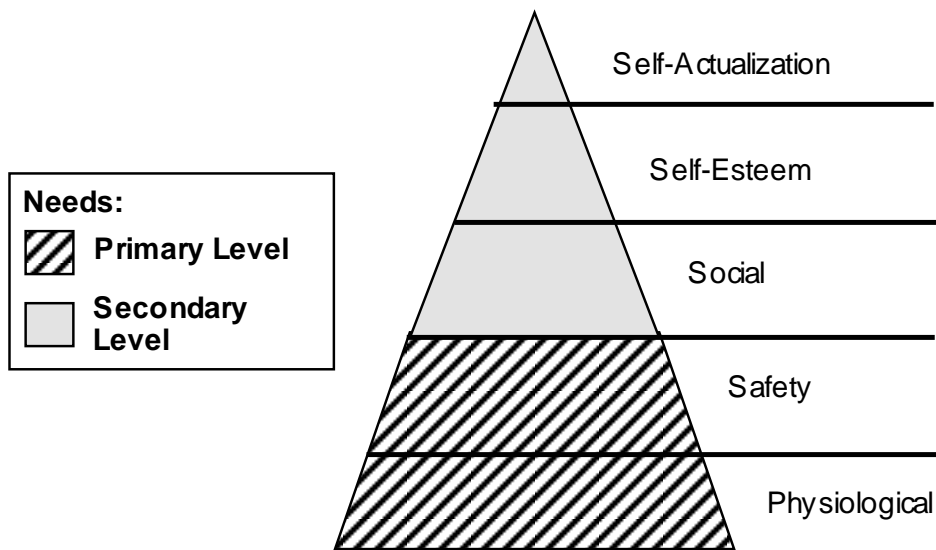


Figure 4-1: Maslow's Hierarchy of Needs

There are two general levels of need. The primary level represents physiological and safety needs. The secondary level is based on social, esteem, and self-actualization needs.

The lesson for managers in Maslow's work is that a worker's primary need is for physical comfort and safety; also, they need the ability to earn enough money on which to eat, live and achieve a desirable standard of living both now and in the future and to feel safe in their surroundings. This need is generally met by being gainfully employed. Workers appear to respond to secondary-level needs mostly on a situational basis, dependent on their own particular surrounding conditions and attendant circumstances.

In the past few years LANL has experienced an uncertain funding environment. In FY93-94 many University of California employees took advantage of early retirement incentives and a massive reorganization occurred. In FY95 the DOE complex downsized, and workers were constantly hearing about changes in the Laboratory mission, declining budget, imbalance of job skills, and job cuts needed to align the budget. These circumstances affected and still affect worker attitude and morale. Ultimately, when budgets are healthy, workers are more apt to meet their social, self esteem, and self-actualization needs to become self-satisfied.

With the consequences of reorganization, reengineering, and declining budgets managers and supervisors must consider how workers' hierarchy of needs can affect their motivation and

performance. Because the fulfillment of needs at the more basic level is perhaps in jeopardy, managers and supervisors might consider doing the following to help workers meet a workplace need:

- employ tools such as training, education, and development assignments to motivate and equip workers with necessary skills;
- help workers increase skills and knowledge to become more flexible in a job setting;
- analyze components of the work environment that influence the worker's ability to perform their tasks (remove components that can lead to failure);
- consider alternative assignments in a variety of work settings (teams, pairs, mentoring, individual); and
- educate workers to better understand that their employment and success are based on their skills, knowledge, and attitude more than in external factors.

Herzberg's Job Satisfaction Theory

The second content theory is Job Satisfaction. Frederick Herzberg concluded that if you want to motivate people to do a good job, give them a good job to do. In Herzberg's view, people are motivated by achievement, recognition, the work itself, responsibility, and advancement. Herzberg's theory is based on his research with a limited professional population of engineers and accountants. His interview subjects may have already met their survival and security needs, leaving only the higher order needs to motivate them.

Herzberg concluded that money is not a major motivator in getting people to do better work, although it can be significant as a means of obtaining things that do influence workers' motivation levels (e.g., recognition, reputation, or prestige). It was only where organizations were unsuccessful in fairly relating pay and performance that pay ceased to contribute to motivating factors and became a dissatisfier. The 1994 LANL Employee Survey asked employees, "How good a job is the Lab doing in matching pay to performance?" Only 10% of employees surveyed gave a favorable response.

Herzberg argues that managers have two different types of factors to deal with. He calls the first type satisfiers or motivators. He found the following that directly satisfy and motivate workers:

- interesting or challenging work,
- achievement of important tasks,
- recognition for work well done,
- increased level of responsibility, and
- opportunity to grow or to advance.

Herzberg refers to the second type as dissatisfiers or hygiene factors. These are aspects of the work environment that only tend to be significant when they are absent or perceived to be deficient. The hygiene factors, sometimes referred to as maintenance factors, have to be addressed satisfactorily to maintain a high level of commitment and performance. When not given adequate attention by management, these become job dissatisfiers.

- lack of supervision, appropriate support, direction, or delegation provided;
- poor or inaccurate administration or communication of policy or personnel matters;
- unsafe or unsatisfactory working conditions, surroundings, or equipment;
- inadequate or unsatisfactory relations with all coworkers;
- devalued job status in the eyes of the worker;
- uncertainty that the job is secure;
- unfair or inadequate compensation; and
- lack of sensitivity to workers when personal life adversely impacts the job.

In summary, content theories focus mainly on the needs and incentives that cause motivated behavior. The Maslow theory offers a needs classification system and Herzberg discusses intrinsic and extrinsic motivating job factors.

Process theories of motivation are concerned with answering the questions of how individual behavior is energized, directed, and maintained. The next section examines two process theories: Vroom's Expectancy and Adams' Equity theory.

Victor Vroom's Expectancy Theory

Research by Pavlov in the early twentieth century showed a specific response could be produced by a particular stimulus. Later, behaviorists showed that behaviors could be shaped by the giving or the expectation of rewards and/or punishment. Supervisors can shape the behavior of their workers by dispensing rewards and/or punishment.

An extension of behaviorism is the Expectancy theory developed by Victor Vroom in the mid 1960s. Expectancy theory shows that people will perform when they have the ability, when they believe they will be rewarded for performance, and when the reward itself is valued. The theory implies that different people value different rewards and that a single incentive is unlikely to motivate everyone. By talking about goals, management can help clarify what rewards workers hope to gain and create opportunities through work to feel rewarded.

Supervisors need to assign workers tasks that are within their skill level to make a goal reachable. Workers must believe in their own skills and ability to successfully accomplish a task. Supervisors need to communicate that job assignments have impact and are of value to the organization. Workers resent exerting effort that they feel is wasted or unrecognized.

Giving comments on work results and the relationship to the “big picture” of the facility further motivate workers by helping them feel effective, involved, and needed. In addition to all of the other facility/program management responsibilities, a supervisor must instill confidence, provide the necessary support, and give positive comments to workers whenever possible. Figure 4-2 demonstrates how the Expectancy theory could be applied to Laboratory workers.

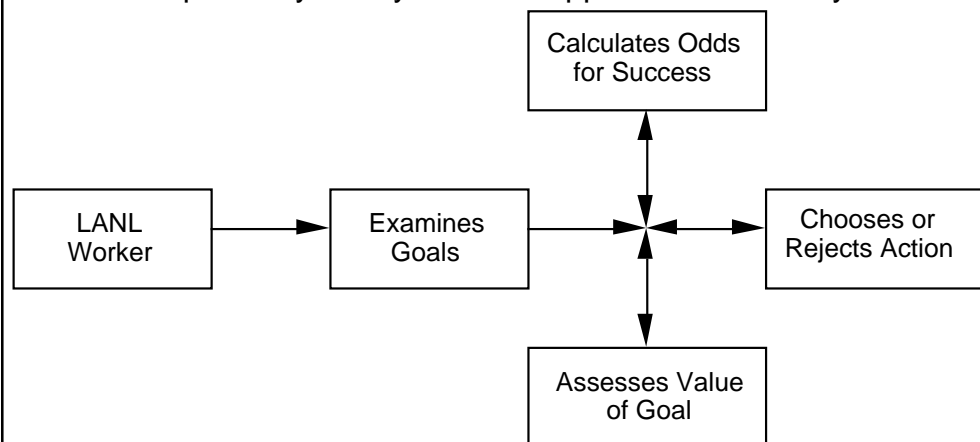


Figure 4-2: Expectancy Theory

Vroom's Expectancy theory predicts that a worker's motivation to perform a particular act is dependent upon:

- what the worker gets out of it,
- whether the worker feels it is worth the effort, and
- if the worker can do it successfully.

Vroom argues that workers will exert extra effort if it is likely to lead to increased performance and, in turn, lead to valued rewards. Therefore, when managers and supervisors consider individual job performance they must consider the following:

- the worker's ability to perform the task(s),
- the worker's perceptions on how he or she will be rewarded for job performance, and
- the value workers place on rewarding successful job performance.

J. S. Adams' Equity Theory

The Equity theory focuses on needs in the social context. Worker needs are heavily influenced by a comparison with other workers. If a worker believes others are getting more rewards for less efforts, tension builds and the worker seeks to address the imbalance by seeking increased rewards or by decreasing performance.

With the Equity theory a manager values workers' results and thus rewards them for high-quality performance. However, if the workers do not value the rewards, it is unlikely that they will be motivated to act as the manager would like. The key to motivation is for the manager and the worker to agree on the rewards for expected performance. This can be done through one-on-one discussions that in turn provide employees with the information they need to grow and achieve satisfaction through their work. Thus, performance leads to rewards and, if efforts and rewards are consistent with those whom the worker compares himself to, then motivation achieves its intended result.

Research has classified rewards as

- ineffective rewards—bonus plans, health benefits, and vacation schedules;
- effective rewards—workers compare their inputs (exertions) and outputs (pay, benefits, promotions) with those of other workers to be treated equitably.

Managers must consider workers' perceptions on being equitably treated based on their efforts and the subsequent effects of this treatment. If the comparison produces feelings of inequity the worker may reduce inputs, try to increase work outputs, or change jobs.

A manager or supervisor's ability to motivate or influence worker motivation is contingent on understanding what workers want. Successfully applying motivation theories to the workplace requires a basic understanding of the factors that influence people in the workplace, how attitudes can be affected or changed, and internal needs that drive worker behavior. An understanding of both content and process theories of motivation can help managers and supervisors deal more effectively with workers.

APPLYING MOTIVATION THEORY TO THE WORKPLACE

Worker and Workplace Factors That Influence Motivation

Research specifies that there is a difference between what supervisors think workers want and what workers say they want. Human nature has us projecting our own needs onto others and assuming that they want the same things that we want.

Raymond J. Wlodkowski considered six factors as influencing motivational strategies: attitude, need, stimulation, affect, competence, and reinforcement.

Attitude: Attitude is a combination of information and emotions that determines how workers react and make sense of and cope with their environment. Attitudes can be changed, modified, or strengthened by new experiences.

Need: Need is an internal force that motivates a worker toward a goal. It is dependent on past learning, the present situation, and the last stimulation.

Stimulation: Stimulation results from a change in experience or work perception. Boredom results in fatigue, distraction, and ultimately undermines productivity and quality.

Affect: Affect involves the emotional experiences such as feelings and concerns that significantly influence the workplace. Emotions mutually interact and lead to changes in individual and team behavior.

Competence: Competence assumes that people have an innate desire for effective interactions, taking initiative, and efficiently acting in the workplace.

Reinforcement: Reinforcement is any event positive or negative, that maintains or increases the probability of a response.

Coupled with achieving competence and sustaining adequate reinforcement, the interaction of worker attitude, need, a stimulating work situation, and affect provide the foundation for motivation. All these factors support a competent, motivated LANL work force. Positive interactions in these areas help a worker sense progress and real accomplishment and at the same time continue to be highly motivated. Management feedback can develop and maintain a worker's competence. When workers realize that their level of knowledge and performance are acceptable, feelings of competence and self confidence motivate them to master new skills and achievement.

When These Factors Are Most Influential

The question arises, "How can these motivational factors be used to advantage in the workplace?"

While each motivation factor is probably not equal in influence, each is quite a powerful factor at specific times. The Time Continuum Model of Motivation shown in Figure 4-3 indicates that certain motivational influences discussed above are most effective during three separate phases: beginning, during, and ending.

Strategies can be applied with maximum impact and motivation during opportune work periods.

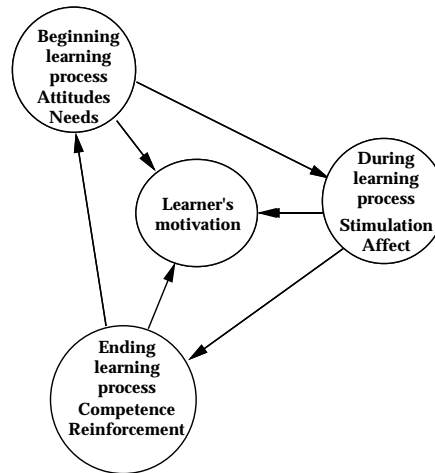


Figure 4-3: The Time Continuum Model of Motivation

Needs and attitudes seem to have the greatest motivational impact whenever a person starts a new project. During a learning process, these needs and attitudes combine to interact with the stimulation and the affective factors to further influence motivation. Towards the end of a project, the competence value and the reinforcement gained interact with the previous four major motivation factors to influence motivation at the moment, and for the future as well, resulting in new attitudes and needs. Upon completing activities, the worker applies new skills or gains new knowledge to feel competent and is thus motivated for future work.

How much to use any major motivational factor varies according to the management, workers, and work situations. Individual values, experience, and talent utilize factors that best suit one's beliefs, abilities, and work situation. A manager's awareness of the most important factors affecting each stage of the worker's learning process can greatly enhance overall productivity.

UNDERSTANDING WHAT WORKERS WANT

Although there may be many different ways to motivate workers, it is key to the manager's task to identify actual versus perceived

motivators. This section highlights two of the best known studies on motivating workers and provides managers and supervisors with information derived from these studies that can assist in targeting actual motivators. With appropriate motivation workers will be stimulated to perform their jobs better and in ways that will be mutually beneficial to both manager and worker.

Employee Needs and Wants

Kurt Hanks, in his book *Motivating People*, mentioned a study done by Kenneth Kovoch (reported in the *Advanced Management Journal*) that revealed the following about the ranking of employee needs and wants:

What Managers Think Workers Want	Item	What Workers Say They Want
1	Good Pay	5
2	Job Security	4
3	Promotion & Growth	6
4	Good Working Conditions	7
5	Interesting Work	1
6	Tactful Discipline	10
7	Loyalty to Workers	8
8	Full Appreciation of Work Done	2
9	Help with Personal Problems	9
10	Feeling of Being in on Things	3

Clearly, workers and managers don't always perceive motivators in the same way. Managers need to listen to workers' expressions of their needs and correct and motivate accordingly rather than relying on their own instincts. The top things managers think are important to workers—good pay and job security actually rank only fifth and fourth with workers.

Public Agenda Foundation Study

In a more in-depth study, the Public Agenda Foundation (1983) identified the top qualities that people want from their jobs. While they wanted to work for efficient managers, most qualities identified revolved around the work process and being valued.

The study showed that workers wanted managers to define precisely, and in observable and measurable behaviors, what needs to be done. Workers wanted an atmosphere where they can think for themselves, be assigned interesting work, and see the end result of their work. They wanted to be informed, listened to, respected, and recognized for their efforts. Further, workers wanted to be challenged and have opportunities for increased skill development. Workers performance increased for supervisors who encourage creativity and respected the individual. Proactive managers realized that motivating workers begins with setting the example for motivation. Positive thoughts, and actions based on those thoughts, went a long way toward creating a motivational climate that challenged, inspired, and developed each worker to achieve their fullest potential.

Following are the Public Agenda Foundation Study suggestions for manager and supervisor actions that might be used to motivate workers:

Promote positive and equitable interactions: When managers expect the best from workers, workers tend to live up to their supervisor's expectations. Build morale by letting workers know that they are truly cared about. Listen actively and remember that the whole person comes to work and may sometimes bring off-the-job concerns. Be trustworthy. Workers need to feel confident that they can depend on their supervisor. Be firm, but always fair: Show workers impartiality, honesty, and freedom from favoritism. Provide feedback to workers by letting them know right away when they do something wrong. Make sure workers know where they stand (no surprises) and how they are doing.

Consider each worker's unique wants and needs to produce quality work: Help the worker "grow" on the job through training and other experiences. Understand individual worker styles and allow workers to creatively meet performance standards. Keep attention focused on worker goals—give enthusiastic approval. Help workers to cultivate a definite sense of identity on the job. Provide workers with challenges and occasional "stretching" assignments as well as delegating some meaningful work. When practical, and within qualification limitations, make occasional changes or job rotations for cross training and growth.

Promote team synergism where the total effect is greater than the sum of individuals: Let the team make decisions about issues that affect them, including how to improve the work situation. Keep two-way communication flowing—use the beginning of meetings to hear about worker concerns and always inform workers about department goals, objectives, and problems. Make certain that the work load is equitably distributed and beware of contributing to worker burnout. Encourage workers to work collectively.

Evaluate workers based on their effectiveness, recognize worker achievements, and show a high personal regard for them: Find out what people want—helping workers get what they want can frequently become the impetus to reaching supervisor goals and expectations. Reward and commend good performance and verbalize how much their efforts matter. Utilize organizational recognition programs for individuals and teams. Base promotions and raises solely on merit and individual achievement. Promote from within when possible and let workers know what qualities, experience, and performance are necessary to qualify for promotion.

Monetary and Non-Monetary Motivators

Whenever the subject of motivation surfaces, rewards are a subject of strong differences of opinion. In a quality-focused environment there is a particularly strong disagreement about whether pay as a reward is effective. Edward Deming, one of the founders of the quality movement, explicitly repudiated the notion that rewards heighten performance. Consider the kinds of rewards or incentives that matter to workers.

The statement is frequently made that no matter how much money individuals earn they will want more. Research does indicate that pay remains important, regardless of how much money an individual earns. In researching managers' assumptions on pay, more managers are likely to be dissatisfied with their pay even if they are highly paid. If pay motivates an individual, the managers must be particularly aware of how their performance is affected.

Research has concluded that pay can be an effective incentive for good job performance only when pay is tied to job performance in such a way that it becomes a reward or form of recognition for excellent job performance.

LANL policy on recognition, competence, and administrative policy

regulations may be viewed as satisfactory nonmonetary rewards for employees (AM 619, *Employee Awards*). Assuming that pay cannot be a prime worker motivator, consider the following as possible rewards:

- Encouragement and accentuation of the positive which are the least expensive and most effective ways to motivate and reward workers.
- Recognition; praise; and awards, such as the Distinguished Performance Awards, R&D 100 Awards, and incentive initiatives.
- Wearing the Laboratory T-shirt creates a sense of belonging and status within the work group and the Laboratory.
- Use of tuition reimbursements or LANL training to upgrade or update competence levels.

Research indicates that the freedom to pursue scientific excellence, scientific opportunities, and the work projects themselves are important to scientific professionals. Particularly for scientists and engineers, research from Pelz and Andrews found that the joy of scientific work itself is a satisfier. How these can be utilized in a facility when projects are being downsized takes thoughtful management decisions. Careful and motivating supervision might include:

- intellectually challenging assignments,
- removing some controls while retaining accountability in a tightly regulated environment, and
- introducing new and more difficult tasks under supervision in preparation for additional qualifications.

There is an important difference between how much pay an individual wants to earn and the amount he feels represents a fair salary for the job he is doing. Individuals evaluate their pay in terms of the balance between what they put into their jobs (effort, skill, education, etc.) and what they receive in return (money, status, etc.).

The supervisor is in the best position to assess his or her workers' needs and wants. Motivation strategies can then be applied in a way that is appropriate to the specific work environment. Within the

framework of the practical and theoretical information in this module, management must determine what “fits” for them. If there is a rule that applies to everyone, it is:

Supervisors need to be consciously aware of the ways in which they and workplace events successfully motivate the workers and continually foster positive interactions that increase worker motivation.

MANAGEMENT ACTIONS THAT DEMOTIVATE WORKERS

Supervisors and managers must be cautious not to demotivate their workers. The following are examples of demotivators:

- Assuming you know what motivates individual workers.
- Forgetting that not everyone is alike—not everyone wants autonomy or responsibility.
- Attempting to mold workers to fit one management style instead of learning to accept workers as they are and to use their creative talent.
- Failing to empathize with workers’ points of view. Empathizing does not mean sympathizing or giving advice.

Research has concluded that engineers, managers, or scientists, with their compulsive, competitive preoccupation with upward mobility, tend to see this as a paradigm for all workers. Management must understand that many workers are not interested in “making it” in a career of power and responsibility. Some may not be interested even in increasing their autonomy and creativity. Workers can usually come up with solutions for their concerns if they are listened to and helped to think through problems.

A manager who values and uses motivation is successful at achieving a certain “esprit de corps,” a common spirit that inspires enthusiasm, devotion, and strong regard for the honor of the organization. By consciously applying the principles covered in this module, managers and supervisors can begin building esprit de corps within their team, group, or division. Keeping workers motivated, while not easy, is worth the effort. Motivated workers will be more productive and more resilient when they encounter

problems on the job. Although workers should be self motivated, it remains essential that managers and supervisors understand their major role of setting up an environment that encourages motivation. It is the proactive leaders' response based on the organization's values that ensures real success. The results of highly motivated work groups reflect favorably on their supervisors and managers.

As you have read, there is a wide variety of material available on motivation and behavior. However, despite all the research and writing, we still do not have one "grand theory" that encompasses even the majority of findings. For you as managers, it may be most useful to view the theories presented as complementary rather than mutually exclusive, giving you some insight on worker behavior. Remember that not all aspects of energizing, directing, and maintaining worker behaviors are under your control or LANL control. Use these theories to develop your philosophy and management style.



MODULE SUMMARY

The beginning section of this module explained several theories of motivation and discussed them in work situations. They included the content theories of Maslow and Herzberg and the process theories of Vroom and Adams.

- Maslow's theory is based upon individuals being motivated to fulfill a need. Managers can create conditions that interact with higher needs based on social, esteem, and self actualization that workers bring to their jobs.
- Herzberg's theory involves motivators and factors that produce job satisfaction or job dissatisfaction. Managers must reward progress made toward goal achievement, and consider rewards beyond raises and promotions.
- Vroom's Expectancy theory recognizes that a reward satisfying one person doesn't necessarily satisfy another. By talking about goals, managers can help clarify what rewards workers need. Together, managers and workers can create opportunities through work to achieve the rewards.
- Adams' Equity theory focuses on how a person's needs are influenced by a comparison to others. Workers must feel that rewards are equitable and fair.

The attention to worker attitudes and needs at the beginning of a project, the assignment of stimulating and/or effectively positive activities during the project, the recognition of competence, and the use of reinforcement at the end of a project sustain worker attention, involvement, and commitment. Each of these elements enlighten managers and help them understand what motivational factors promote optimal work at different times during a project.

Two studies addressed the discrepancy between what workers want and what managers think workers want. By being efficient, creating a motivational climate where creativity is encouraged, and respecting workers as individuals, management will help workers develop to their full potential. It is a challenge to managers to motivate workers in a quality laboratory like LANL when facing budgetary and ES&H constraints. Managers need to evaluate assignments and factors impeding productivity and demotivating the work force.

By being aware of the complexities of human motivation, management can increase the effectiveness of each worker and ultimately of the Laboratory.

SELF ASSESSMENT

Scenario

Sue is the team leader for a computer drafting group. The draftspersons on this team have a diverse range of skills, experience, and education. Sue has been a member of the team for 10 years and the team leader for two years. Mike is a new member of the team. He recently finished a vo-tech program where he learned to do basic drafting in a similar software. Mike moved to this team 14 months ago after transferring from another group. Jamie has been a member of the team for 5 years. She has no formal drafting education but has worked her way up in level by paying close attention to her work, her peers, feedback from her customers, and any self-initiated training she could find. This team is a close-knit group who generally eat lunch together and share personal details of their lives. Jamie found out that Mike is looking forward to a reclass, and even at his present level, lower than Jamie, he makes more money than Jamie does.



Questions

- (1) Sue has noticed a change in Jamie's performance in the past 3 months. She has gone from being cheerful and the first one to volunteer for any new assignment to being more retiring and making offhand remarks like "let Mike handle this one." Sue should
- a. confront Jamie and tell her to get her act together and just do the job she was given.
 - b. send one of the other team members in to see Jamie and find out if she is going through a divorce or some other personal trauma.
 - c. setup a series of meetings with Jamie to attempt to discover what would motivate Jamie in her current job aside from pay and classification, perhaps discuss a new, challenging assignment that Sue has confidence Jamie can successfully complete.
 - d. call a team meeting where she can offer to buy pizza for everyone as a group motivator.
- (2) Sue tried the pizza motivator and found that the only thing being gained was some extra, unwanted pounds. A key factor that she forgot was
- a. not everyone likes pepperoni on their pizza.
 - b. not everyone responds to the same motivator.
 - c. some people would rather take a walk or a nap at lunch time.
 - d. that "continually fostering positive interactions" really meant buying pizza AND sodas at least twice a week.
- (3) When the pizza lunches failed to motivate Jamie to her most successful job performance, Sue decided to try setting up a meeting with Jamie. During this meeting Sue decided to use a process of elimination to uncover the source of Jamie's lack of motivation. All but which of the following might be considered at the early stage? Sue could determine if
- a. Jamie is experiencing any physical discomfort or ergonomic problem at her present workstation such as poor lighting, poor heating, or ill-fitting chair.

- b. Jamie felt any threats to her safety in the workplace, either from the environment or co-workers.
- c. a change in assignment or work setting would result in a change of motivation for Jamie.
- d. Sue's typical work style of keeping things to herself, not telling the team member how their tasks interrelated, wasn't working for Jamie.

Answers

1-c; 2-b; 3-d

Lessons Learned

After her meeting with Jamie, Sue discovered the real reasons for Jamie's discontent. Together they formulated a plan to help Jamie feel more recognition in the team, more self confidence, and more satisfaction in her daily work. Sue learned that "one size does not fit all" in terms of motivation. Worker's are very complex and a supervisor or manager must take time to try to understand a worker's wants and needs. Sue also realized that she is not 100% responsible for another worker's motivation, but rather she has the ability to impact a worker's sense of self-fulfillment, and ultimately job satisfaction. By giving Jamie the "big picture" and explaining where Jamie's assignments impacted the whole team, and ultimately the larger project, Sue was able to put Jamie's contribution into perspective for Jamie. Even though Jamie may still have felt that there was an equity issue to deal with, Sue's willingness to recognize Jamie's importance to the team was one step towards motivating Jamie.